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the bottom of the swamp. Compare this soil with similarly collected soil from the border and prairie area. (These soils should be tested as to the per cent. of organic matter entering into their composition. See Jackman, *Nature Study for Grammar Grades*, p. 45.) Consider the conditions which would cause such a soil formation, and the influence of these conditions on the area. Make a list of the plants of this swamp-prairie area ; (1) those growing within the water border, floating plants, rooted plants ; (2) plants found along the marsh border ; (3) plants characteristic of the moist prairie. The structure and proportions of root, stem, and leaves in these plants, as compared with the plants of the sand area. Conditions favorable and unfavorable to plant life in these several areas. Try to determine the influence of these conditions on the occurrence, distribution, and life-histories of these plants. List the animals common to these several areas. Try to determine something of their distribution, their food and feeding habits, their life histories, their probable manner of entrance into the area. (Collect materials for experimental study as to constituents of the different soils, water content of these various plants and their comparative rates of transpiration. Collect animal life for stocking aquaria and insect cages to be used in detailed classroom study and in expression.) This area should form a basis for a summary of all the facts with which you are familiar as to the occurrence, distribution, life-habits, and histories of swamp animals and plants as influenced by environment.

REFERENCES : Furneaux, *Life in Ponds and Streams*; Stokes, *Aquatic Microscopy for Beginners*; Needham, "Aquatic Insects of the Adirondacks," *New York State Museum Report*; Baker, *The Mollusca of the Chicago Area*; Needham and Hart, *The Dragonflies of Illinois*; Cowles, *The Plant Societies of Chicago and Vicinity*; Coulter, *Plant Relations*; Miall, *The Natural History of Aquatic Insects*; Elliott, *North American Shore Birds*; *Geology Survey of Indiana*, 1899.

## HISTORY.

### COURSE I. HISTORY IN THE ELEMENTARY SCHOOL.

EMILY J. RICE.

#### I. FUNDAMENTAL theories.

1. The school as a social institution. Adaptation of the curriculum to the needs of a progressive civilization.
2. Relation of subject-matter to experience.
3. Social occupations of the children. Standards by which these occupations should be measured.
4. Selection of historic material according to its value with reference to social work and activities.
5. Adaptation of subject-matter to experiences of children of different grades. Interest in social and industrial conditions ; in political institutions.

6. Analysis of methods of teaching history.
7. Relation of history to other subjects of the curriculum : geography, literature, art.
8. Expression in constructive work, painting, drawing, clay-modeling, and dramatization.

## II. Social activities in the school. Occupations as a basis for study of the evolution of industrial and social conditions.

1. Cooking and gardening. This includes preparing and serving luncheons, the care of animals, and the care of a garden. Excursions to farms and visits to shops and factories.
2. Sewing and weaving: making of useful articles for the school and home.
3. Wood- and metal-work: making of furniture, utensils, and apparatus needed in the school. Visits to shops and industrial plants.
4. Making of pottery and baskets: visits to potteries, museums, and shops.
5. Printing, illuminating, and bookbinding: printing and binding of material useful for the school. Study of design.
6. Games, entertainments, and physical training.

Those taking this course are recommended to take *Courses 4 and 5 in the Arts.*

REFERENCES : Dewey, *School and Society*; *Elementary School Record* (University of Chicago); Parker, *Talks on Pedagogics*; ELEMENTARY SCHOOL TEACHER; Dewey and Young, *Contributions to Education*.

## III. Sociology and history.

1. Interaction of industrial and social environment and individual activity: Factors of present social and industrial life in the city of Chicago that enter into the experiences of the children in the elementary schools. Typical regions and industries of the city. Means of communication. The growth of the city, its settlement and early history. Some functions of the government: water supply; illumination; streets; bridges; protection—fire department, police department, health department, building laws; education; recreation; improvement associations. Distribution of work throughout the grades.

For topics and references see ELEMENTARY SCHOOL TEACHER, Vol. II, No. 3, p. 198 (November, 1901).

2. Development of the household arts, and colonial history: Basis of the study, the actual work of the children in sewing and weaving. Special value of colonial history in the middle grades. Methods of cloth manufacture at the present time. History of inventions in the textile industries. Home life in colonial times. Work done in the house and on the farm. A New England village. The town-meeting. Physiographic features of New England and their effects upon occupations. Stories of the pioneers. A Virginia

plantation contrasted with a New England farm. Effects of geography upon industries and social life. Movement of the pioneers toward the west. Routes of travel. Development of co-operation among the colonies. Union of colonies for various purposes.

REFERENCES: Weeden, *Economic and Social History of New England*; Bruce, *Economic History of Virginia in the Seventeenth Century*; Doyle, *English Colonies in America*; Lodge, *Short History of the English Colonies*; Earle, *Home Life in Colonial Days*; Smith, *Colonial Days and Ways*; Singleton, *The Furniture of Our Forefathers*, Fiske, *Old Virginia and Her Neighbors*; Eggleston, *Beginners of a Nation*; Page, *The Old South*; Davis, *The Physical Geography of Southern New England*, "National Geographic Monographs;" Powell, *Physiographic Regions of the United States*, *ibid.*; Mill, *International Geography*; Eggleston, "Husbandry in 'Colony Times,'" *Century*, Vol. V, p. 431; "Commerce in the Colonies," *ibid.*, Vol. VI, p. 234; "Social Conditions in the Colonies," *ibid.*, Vol. VI, p. 848; "The Colonists at Home," *ibid.*, Vol. VII, p. 873; "Social Life in the Colonies," *ibid.*, Vol. VIII, p. 387; Chapin, "The Westover Estate," *Harper's Magazine*, Vol. XLII, p. 801; Page, "The Old Dominion," *Ibid.*, Vol. LXXXVIII, p. 4; Robinson, "An Old Time March Meeting," *Atlantic*, March, 1902. See also COURSE OF STUDY (now ELEMENTARY SCHOOL TEACHER AND COURSE OF STUDY), Vol. I, No. 10, p. 863.

3. Games, entertainments, and physical training in the school. Greek education and games. Typical stories of heroic action and of public responsibility. Civic beauty: Revival of the Olympic games in modern times; plans for the games in Chicago in 1904. The Olympic games in ancient Greece. Rewards of victory. Famous statues connected with the games and physical training. Greek education. Growth of sculpture. Story of Ulysses among the Phœacians. Story of Achilles. Marathon, Thermopylæ, and Salamis. Reading of biographies from *Our Young Folks' Plutarch*, by Kaufman. Rebuilding of Athens after the Persian wars. The Parthenon. The Greek theater. Public buildings of Chicago and important statues in public places. Plans for improvement of the city. Stories of the Swiss struggle for independence, and of William of Orange and the siege of Leyden. Study of the revolutionary struggle in America.

REFERENCES: Falke, *Greece and Rome*; Guhl and Körner, *The Life of the Greeks and Romans*; Gardner, *Handbook of Greek Sculpture*; Tarbell, *A History of Greek Art*; Curtius, *History of Greece*; Davidson, *Aristotle and Ancient Educational Ideals*; Mahaffey, *Old Greek Education*; Whitaker, "Young Greek Boys and Old Greek Schools," *Popular Science Monthly*, Vol. LIII, p. 809; Richardson, "The Revival of the Olympic Games," *Scribner's*, Vol. XIX, p. 453; "The New Olympic Games," *ibid.*, Vol. XX, p. 267; Marquand, "The Old Olympic Games," *Century*, Vol. XXIX, p. 803; Motley, *Rise of the Dutch Republic*; Fiske, *The War of Independence and The American Revolution*; Lodge, *The Story of the American Revolution*; Tyler, *The Literary History of the American Revolution*. See also the ELEMENTARY SCHOOL TEACHER, Vol. II, No. 6, p. 412.

4. Printing, illuminating, and bookbinding, as occupations, and studies in the Middle Ages: Kinds of work that children may do for the school. Value to the individual. Invention and history of the art of printing. History of

bookbinding. Illuminated manuscripts. The scriptorium. Life in the monasteries. St. Francis of Assisi. Story of Giotto. The Florentine artists. The city of Florence. Life of the artisans. Guilds of the Middle Ages. Trades unions of today. Nuremberg and its craftsmen. The castle and the modern home. Trade from Venice northward. Story of Marco Polo. The mariner's compass and growth of the knowledge of geography. Search for the Indies and discovery of America.

Literature: Scott, *Ivanhoe*, *The Talisman*, *Marmion*; Tennyson, *Idylls of the King*; Lanier, *The Boy's King Arthur*; Longfellow, "Giotto's Tower," "Nuremberg," and "The Sermon of St. Francis."

REFERENCES: Buchot, *The Book*; Putnam, *Books of the Mediæval Ages*; Perkins, *Giotto*; Freeman, *Renaissance Sculpture*; Layard's-Kugler, *Handbooks of Painting*; Lambert, *Two Thousand Years of Gild Life*; Headlam, *Nuremberg*; Whitling, *Pictures of Nuremberg*; La Croix, *The Arts of the Middle Ages*; Labarte, *Illustrated Handbook of the Arts of the Middle Ages*; Bunbury, *History of Ancient Geography*; Tozer, *History of Ancient Geography*; Payne, *History of America*; Fiske, *Discovery of America*; Winsor, *Narrative and Critical History of America*; Yule, *Marco Polo*; Knox, *Marco Polo*; Brooks, *Marco Polo*. See also ELEMENTARY SCHOOL TEACHER, Vol. II, No. 7, p. 500.

5. Industrial development of the West and the national government. Current history: Settlement of Chicago. Relation of Chicago to the country. The frontier in colonial times. The Appalachian barrier and routes of travel across it. Settlement of Kentucky. Life in the Northwest Territory. A typical settlement. The city of Washington and the new government. Questions before congress today. Plans for the improvement of the city of Washington. Transportation and demands for roads to the east. Political separation between the east and the west. The Cumberland Road and the Erie Canal. The steamboat and the railroad. The wheat industry and the unification of the North. The cotton industry and the unification of the South. Political separation between the North and the South. The mining industry. The factory system of labor and its effect upon the worker.

REFERENCES: Mill, *International Geography*; Powell, *Physiographic Regions of the United States*, "National Geographic Monographs;" Sparks, *Expansion of the American People*; Roosevelt, *Winning of the West*; Turner, "The Significance of the Frontier in American History," *Annual Report of the American Historical Society* 1893, and also the *Fifth Yearbook of the National Herbart Society*, 1899; Schouler, *History of the United States*; McMaster, *History of the United States*; Wright, *Industrial Evolution of the United States*; Hammond, *The Cotton Industry*. See ELEMENTARY SCHOOL TEACHER, Vol. II, No. 8, pp. 586, 629.

## COURSE II. HISTORY FOR THE PRIMARY GRADES.

E M I L Y J. R I C E.

### I. School organization.

1. Relation of school and home. Specialization and organization of work in the school. Function of the teacher.

2. Relation of experience of children to selection of subject-matter. Social activities and occupations in the school.
3. Relation of changes in the school curriculum to changes in conditions of society.
4. Effects of the character of school organization upon methods of teaching.
5. Value of history in primary grades. Standpoint of children's interest in other times.
6. Relation of history and literature in the curriculum.

## II. Social activities.

1. Building and furnishing of playhouses. Beginning of the arts. Making of furniture and dishes.
2. Weaving and simple needlework: making of useful articles for the school and home.
3. Cooking and gardening: preparation of luncheons. Care of animals.
4. Making of baskets and pottery. Visits to museums and shops.
5. Printing and bookbinding.
6. Games and entertainments.

Those taking this course are recommended to take *Courses 4 and 5 in the Arts.*

## III. Sociology and history.

1. House-building and interior decoration: Visits to buildings, shops, and museums. Stories of houses of primitive people. See models in Field Columbian Museum. Study of materials used in construction and of methods of transformation and transportation. Uses of utensils and dishes made. Occupations of the household. Study of methods of production and preparation of food and clothing. Stories of industry and invention. Adaptation of stories and story-telling.

REFERENCES: Müller, *Training of a Craftsman*; Viollet-le-Duc, *Homes and Habitations of Man in All Ages*; Gardner, *Homes and All about Them*; Cook, *The House Beautiful*; Wharton and Codman, *Decoration of Houses*; Wheeler, *Household Art; The Studio; The House Beautiful*; Harwood, "The Story of a Pine Board," *St. Nicholas*, Vol. XXV, p. 20. See also ELEMENTARY SCHOOL TEACHER, Vol. II, No. 4, p. 266.

2. The textile industry: Stories of primitive processes of spinning, dyeing, and weaving. History of people in the shepherd stage of development: country; nomad life; travel; social organization; the patriarch; food; property in flocks and herds; clothing; spinning and weaving; shelter; exchange; stories of the Hebrews; Arab life. Comparison of the shepherd with the hunter and the farmer. Beginnings of trade and navigation: Stories of the Indians and Indian myths.

REFERENCES: Mason, *Woman's Share in Primitive Culture*; Sven Hedin, *With the Shepherds of the Khotan-Daria*; Doughty, *Arabia Deserta*; Mumford, *Oriental*

Rugs; Holt, *Oriental Rugs*; Baldwin, *Old Stories of the East*; Andrews, *Each and All*; "A Suit of Clothes," *Harper's*, Vol. LXXX, 1890, p. 685. See ELEMENTARY SCHOOL TEACHER, Vol. II, No. 4, p. 267.

3. Cooking and gardening: Visits to farms and shops. Study of materials used in cooking and of methods of production as seen at farms. The city as a center for distribution. Means of transportation. Settlement of a western farming community. Story of Abraham Lincoln. History of agriculture. Methods of obtaining food with primitive tools. History of the plow and other agricultural implements. History of the mill. Early methods of cooking and of making pottery. Flax and cotton culture. Agriculture in ancient Egypt. Stories from the *Odyssey*.

REFERENCES: "Agricultural Machinery," *Iconographic Encyclopædia*, Vol. VI, p. 177, plates 1-8, 56-60; Small and Vincent, "The Family on the Farm," *An Introduction to the Study of Society*; Abbott, *Primitive Industry*; Binns, *The Story of the Potter*; Wilkinson, *Ancient Egyptians*, Vol. II, pp. 377-429; *Odyssey* (translated by Palmer). See ELEMENTARY SCHOOL TEACHER, Vol. II, No. 4, p. 269.

4. Printing and bookbinding: Inventions that have developed means of intercommunication; printing, books, boats, railways. Stories of famous explorers. The early history of Chicago. Some modes of municipal service.

REFERENCES: See ELEMENTARY SCHOOL TEACHER, Vol. II, No. 7, p. 500, and Vol. II, No. 3, p. 198.

#### QUESTIONS FOR DISCUSSION IN COURSES III AND IV.

VIOLA DERATT.

I. Choice of subject-matter. The selection, from the field of sociology and history, of material suited to the development of the children in the various grades. Selection determined by environment, child-study, aim, response to social demands.

Should the teacher or the children select the subject-matter?

Environment: Limitations of schoolroom life. Relation of social and industrial environment to conception of history.

How is imagery of past events attained to?

Child-study: Limitations imposed by nascent periods.

Is a knowledge of psychology useful to a history teacher?

Aim: History study as a factor in mental growth. Response to social needs. Possibility of subject-matter being chosen through need of serving the community.

To what extent should a child be of use in society? Should his work be of commercial value?

II. The activity being chosen, how entered upon? Observation. Field work.

Has history less demand for field work than science?

Reading: Evils of.

How much reading is good for children?

Expression through work developing into arts.

Can children do work of artistic value? How much skill should be sought? What is the value of so-called "constructive work" in the teaching of history?

Relation of games, social entertainments, and other means of school organization to the aims of history-teaching.

Is "self-government" a failure or a success in the schools?

REFERENCES: Dewey, *School and Society, Psychology and Social Practice; Elementary School Record* (University of Chicago); Parker, *Talks on Pedagogics*; Don-aldson, *The Growth of the Brain*; G. S. Hall, "The Ideal School as Based on Child Study," *Forum*, Vol. XXXII, p. 24; Krüsi, *Life and Works of Pestalozzi*; Guimps, *Histoire de Pestalozzi*; Sheldon, *Teacher's Manual*; E. Barnes, *Studies in Education* (Stanford University); Rice, *Outlines of History and Literature*.

### COURSE III. AMERICAN HISTORY IN THE ELEMENTARY SCHOOLS.

#### 1. Discovery of America.

Its relation to geographical discovery as a whole. The growth of the world-map. Ships of the period of Columbus; their size, equipment, mode of living on board. Instruments for astronomical observation. Increase in means of communication, invention of paper and printing. Relation of printing to the advance of discovery. Observation of modern means of communication: boats, railroads, postal service, printing, telegraph, and cable. Correlation of the history of this period with science, mathematics, and geography.

*Literature.*—Selections from *Travels* of Marco Polo and *Travels* of Sir John Maundevil; Joaquin Miller, "Columbus;" Kingsley, "St. Brendan," *The Hermits*; Longfellow, "Sir Humphrey Gilbert," "The Lighthouse," "The Discovery of the North Cape," "The Ballad of Carmilhan;" Coleridge, *Ancient Mariner*; Kipling, *Captains Courageous*; Stevenson, *Treasure Island*; Kingsley, *Westward Ho!*; Fiske, *Discovery of America, Voyage of Magellan*.

REFERENCES: Marco Polo, *Travels*; Yule, *Marco Polo*; Brooks, *Marco Polo*; Knox, *Marco Polo*; Keane, *Evolution of Geography*; Bunbury, *History of Ancient Geography*; Freeman, *Historical Geography*; Tozer, *History of Ancient Geography*; Fiske, *Discovery of America*; Payne, *History of America*; Winsor, *Narrative and Critical History of America*; N. Ponce de Leon, *The Caravels of Columbus*; Irving,

*Columbus*; Ford, *The Writings of Columbus*; Seelye, *Columbus*; "Columbus' Journal 1492-3," *Hakluyt Society Publications*; "Vasco da Gama, *ibid.*"; Towle, *Vasco da Gama*; Guillemand, *Magellan*; Hart, *American History as Told by Contemporaries*, Vol. I; Bouchot, *The Book and its Printers*; Putnam, *Books and Their Makers*; "Printing," *Harper's Magazine*, Vol. LXIII, p. 841; "Old Printing Presses, *ibid.*", Vol. LXXXI, p. 398; "Paper, Printing," *ibid.*, Vol. LXXV, p. 113; "The Printed Book," *ibid.*, p. 165; "Origin of Printing," *ibid.*, Vol. XXXVII, p. 637; "Early Printing and Printers," *ibid.*, Vol. XI, p. 466; "Marco Polo and His Book," *ibid.*, Vol. XLVI, p. 1; "Caravan Journeys through Central Asia," *ibid.*, Vol. XIV, p. 506.

## II. The colonial period.

Survey of the Atlantic coast region and of the several colonial centers. Status of industries in England. Limitations on the transfer of English industries to America. Types of colonial life showing household industries. The beginnings of commerce, and manufactures in relation to commerce. The advance to the Appalachians. Conditions of travel and transportation. Industrial relations between England and the colonies.

*Literature*.—Hawthorne, *Twice Told Tales*; Irving, *Sleepy Hollow*, *Rip Van Winkle*, *Knickerbocker*; Stedman, "Peter Stuyvesant's New Year's Call," *Poems*; Lowell, "Sunthin' in the Pastoral Line;" Longfellow, *Evangeline*; Holmes, "Grandmother's Story of Bunker Hill Battle."

*REFERENCES*: Shaler, *Nature and Man in America*; Guyot, *Earth and Man*; Wright, *Industrial Evolution of the United States*; Alice Morse Earle, *House Life in Colonial Days*, *Children of Colonial Days*; Doyle, *English Colonies in America*; Walton and Brumbaugh, *Stories of Pennsylvania*; Fiske, *Beginnings of New England*, *Old Virginia and Her Neighbors*, *The Dutch and Quaker Colonies in America*; Weeden, *Economic and Social History of New England*; Bruce, *Economic History of Virginia in the Seventeenth Century*; Lodge, *English Colonies in America*; Traill, *Social England*; Cunningham, *Development of English Commerce*.

## III. The settlement of the West.

Routes inland from the seaboard. Dependence of industries upon transportation. Pioneer life and adventure. Relation of the western pioneers to the Revolution. Geography of the interior. Growth of industries in the South and East. Improvements in roads and boats. Extension of United States government to the West. Exploration of the Northwest. The old Santa Fé trail. Immigration to California. Early railroads and their effect. General survey of the industrial condition of the United States before the Civil War. The Civil War as an "industrial revolution."

*Literature*.—Cooper, *Last of the Mohicans*, *The Pioneers*, *Deerslayer*; Irving, *Astoria*; Emerson, "Boston Hymn;" Catherwood, *Story of Tonty, Heroes of the Middle West*.

*REFERENCES*: Roosevelt, *Winning of the West*; Perkins, *Annals of the West*; Hinsdale, *The Old Northwest*; Winsor, *The Mississippi Basin*; Cooley, *Michigan*; Carr, *Missouri*; "Fergus Papers" (Chicago Historical Society); Wright, *Industrial*

*Evolution of the United States;* "Development of Mechanical Inventions in the United States," *Harper's Magazine*, Vol. L, p. 67. (For a complete reference list on this course see ELEMENTARY SCHOOL TEACHER, April, 1902.)

#### COURSE IV. HISTORY FOR PRIMARY GRADES.

##### I. Observation of present industries.

House-building, brick-making, preparation of lumber for house-building, weaving, sewing, gardening, farming, transportation, baking, dairying, milling, packing, pottery-making, iron-working. Selection of industries dependent on environment.

Schoolroom work related to these industries: reading, writing, modeling, drawing, making.

*Literature.*—Myths and fairy tales connected with these industries, or told irrespective of such connection. Tales of inventors and other workers.

REFERENCES: Viollet-le-Duc, *Story of a House*; Binns, *Story of the Potter*; Rock, *Textile Fabrics*; Chase and Clow, *Stories of Industry*; King, *The Land We Live In*, Part I; "Textile Art in its Relation to Development of Form and Ornament," *North American Ethnology* (*House Miscellaneous Reports*, 1887-88).

##### II. Questioning of the necessity back of the industries observed.

Dramatization of the conditions which compelled their discovery. Hunter life: food, weapons, dwelling, clothing, fire, cave dwellers. Shepherd life: domestication and care of animals, pottery, weaving, customs; stories of Hebrew shepherds, of Arabs, of modern types in Palestine. Beginnings of tillage; discovery of seed propagation; feeding of animals. Arts and customs dependent on fixed habitation: Pueblo dwellers, navigation; invention of boats, lake dwellers, Viking stories.

*Literature.*—Waterloo, *Story of Ab*; Josephus, *Abraham*; the Bible, "Joseph and his brethren;" Browning, "Muléy keh;" Lamartine, "Palissy," *Memoirs of Celebrated Characters*; X. B. Saintine, *Picciola*; "Ceres and Persephone," "Montezuma;" Hall, *West-Over-Seas, Four Old Greeks*; Longfellow, "The Crew of the Long Serpent."

REFERENCES: Joly, *Man before Metals*; Viollet-le-Duc, *Homes and Habitations of Man in All Ages*; Figuier, *Primitive Man*; Mason, *Origin of Inventions, Woman's Share in Primitive Culture*; Morgan, *Houses and House Life*; Doughty, *Arabia Deserta*; Starr, *Some First Steps in Human Progress*; Parker, *Fleets of the World*; Sven Hedin, *Through Asia*; Keller, *The Lake Dwellers*.

#### GEOGRAPHY.

##### ZONIA BABER.

##### I. THE basis of a curriculum for elementary schools is found in the needs of society.